



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12411659
SAU: MSAD 47
School: Williams Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

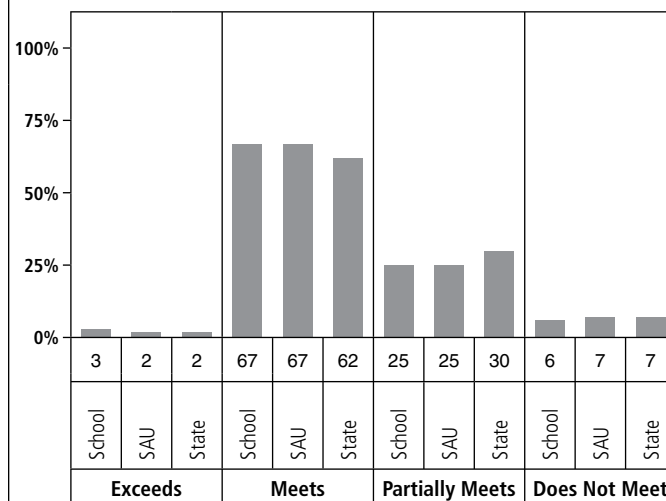
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 47
School: Williams Elementary School

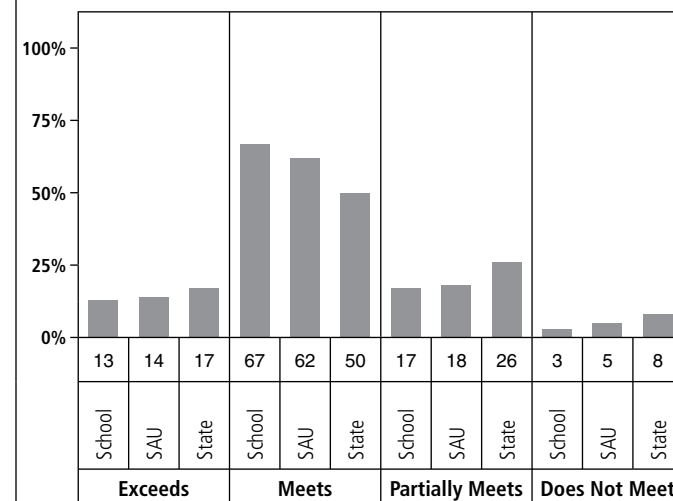
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	346	345
2006–2007	347	347	345
2007–2008	345	345	344
Cum. Avg. *	346	346	345
Mathematics			
2005–2006	346	347	344
2006–2007	351	352	347
2007–2008	350	349	347
Cum. Avg. *	349	349	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 47
 School: Williams Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	69	100	153	100	13803	100	69	100	153	100	13714	99	69	100	153	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	5	7	5	3	210	2	5	100	5	100	205	98	5	100	5	100	206	98												
Hispanic	1	1	1	1	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	63	91	147	96	12916	94	63	100	147	100	12846	100	63	100	147	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	9	13	23	15	2358	17	9	100	23	100	2333	99	9	100	23	100	2329	99												
Current LEP	3	4	3	2	371	3	3	100	3	100	357	96	3	100	3	100	361	98												
Economically disadvantaged	27	39	52	34	5584	40	27	100	52	100	5535	99	27	100	52	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	56	81	121	79	10650	77	56	81	121	79	10678	77												
Identified disability (PET/IEP)	2	4	4	3	475	4	2	4	4	3	479	4												
LEP	2	4	2	2	151	1	2	4	2	2	149	1												
504 plan	1	2	1	1	83	1	1	2	1	1	85	1												
Participation with accommodations	13	19	32	21	2936	21	13	19	32	21	2911	21												
Identified disability (PET/IEP)	7	54	19	59	1735	59	7	54	19	59	1729	59												
LEP	1	8	1	3	197	7	1	8	1	3	208	7												
504 plan	1	8	1	3	49	2	1	8	1	3	47	2												
Other	4	31	11	34	986	34	4	31	11	34	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	3
SAU:	MSAD 47
School:	Williams Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	1	5	3	352	3
	2006-2007	2	3	5	3	332	2
	2007-2008	2	3	3	2	227	2
	Cum. Total*	5	2	13	3	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	44	66	117	66	8641	62
	2006-2007	55	72	125	70	8691	63
	2007-2008	46	67	102	67	8403	62
	Cum. Total*	145	68	344	68	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	21	31	53	30	3671	27
	2006-2007	18	24	42	23	3781	27
	2007-2008	17	25	38	25	4018	30
	Cum. Total*	56	26	133	26	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	1	2	1	1163	8
	2006-2007	1	1	7	4	1021	7
	2007-2008	4	6	10	7	938	7
	Cum. Total*	6	3	19	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	28.4	61.7	28.1	61.1	27.6	60.0
Literary Text	23	50	14.5	63.0	14.3	62.2	14.1	61.3
Informational Text	23	50	13.9	60.4	13.8	60.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 47
 School: Williams Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	69	2	3	46	67	17	25	4	6	345	153	2	67	25	7	345	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	5	0	0	3	60	2	40	0	0	343	5	0	60	40	0	343	203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	63	2	3	43	68	14	22	4	6	345	147	2	67	24	7	345	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	4	44	3	33	335	23	0	30	43	26	337	2210	0	32	48	20	338
No	60	2	3	44	73	13	22	1	2	347	130	2	73	22	3	346	11376	2	68	26	4	346
Current LEP																						
Yes	3										3						348	1	36	45	19	339
No	66	2	3	45	68	15	23	4	6	345	150	2	67	24	7	345	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	27	1	4	13	48	9	33	4	15	342	52	4	44	37	15	341	5450	1	49	39	11	341
No	42	1	2	33	79	8	19	0	0	347	101	1	78	19	2	346	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	69	2	3	46	67	17	25	4	6	345	153	2	67	25	7	345	13581	2	62	30	7	344
Gender																						
Female	36	1	3	25	69	7	19	3	8	345	75	3	72	16	9	345	6567	3	65	27	5	345
Male	33	1	3	21	64	10	30	1	3	345	78	1	62	33	4	344	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	7	47	7	47	1	7	341	34	0	47	41	12	340	2004	0	37	49	14	339
No	54	2	4	39	72	10	19	3	6	346	119	3	72	20	5	346	11582	2	66	26	6	345
Gifted/talented program																						
Yes	1										5	0	100	0	0	354	125	11	87	2	0	355
No	68	2	3	45	66	17	25	4	6	345	148	2	66	26	7	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 47
 School: Williams Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	7 84 7 1	0 2 0 0	0 3 0 0	0 43 3 0	0 74 60 0	3 11 2 1	60 19 40 100	2 2 0 0	40 3 0 0	331 346 344 338	4 88 7 1	0 2 0 0	17 70 70 0	50 23 30 50	33 5 0 50	333 345 344 334	6 79 12 3	0 2 2 0	43 65 60 32	39 28 31 44	18 5 7 24	340 345 344 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 48 12 7	1 0 1 0	4 0 13 0	16 23 4 3	70 70 50 60	6 7 3 1	26 21 38 20	0 3 0 1	0 9 0 20	346 345 347 342	30 48 16 6	2 1 4 0	65 69 67 56	28 22 29 22	4 8 0 22	344 345 345 342	29 48 15 8	3 2 1 0	62 67 56 44	28 27 34 40	7 4 9 16	345 345 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	40 44 15 1	1 1 0 0	4 3 0 0	19 20 6 0	70 67 60 0	5 8 4 0	19 27 40 0	2 1 0 1	7 3 0 100	347 345 343 320	45 43 8 3	3 2 0 0	71 65 58 40	19 29 42 20	7 5 0 40	346 345 342 335	42 46 10 2	3 1 0 0	67 62 48 30	24 32 42 43	6 5 10 28	346 344 341 336
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	29 57 13	0 2 0	0 5 0	13 25 7	65 64 78	5 11 1	25 28 11	2 1 1	10 3 11	343 346 344	22 58 20	0 2 3	67 67 65	24 26 23	9 5 10	344 345 344	22 57 21	1 2 1	48 68 61	38 26 30	12 4 8	341 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	20 51 29	0 1 1	0 3 5	7 22 13	54 67 68	3 10 4	23 30 21	3 0 1	23 0 5	340 346 346	15 55 30	0 1 4	55 68 67	18 27 27	27 4 2	340 345 346	20 51 29	0 2 3	38 68 69	47 27 23	16 4 6	339 345 346
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	23 32 26 19	1 0 1 0	6 0 6 0	8 19 11 8	50 86 61 62	7 2 4 4	44 9 22 31	0 1 2 1	0 5 11 8	346 347 344 343	18 45 24 13	4 1 3 0	57 70 64 75	36 22 25 20	4 7 8 5	345 345 344 346	19 47 19 14	3 2 1 0	65 68 56 47	27 25 35 40	6 5 8 12	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	29 14 57	1 0 1	5 0 3	12 5 29	60 50 74	5 4 8	25 40 21	2 1 1	10 10 3	344 341 347	21 28 51	3 0 3	66 58 73	22 35 19	9 7 5	344 343 346	28 23 49	1 1 2	56 63 65	33 29 27	9 7 6	343 344 345
Optional school/SAU question A. B. C. D.	28 36 18 18	0 0 2 0	0 0 17 0	15 15 7 8	79 63 58 67	3 7 3 3	16 29 25 25	1 2 0 1	5 8 0 8	346 344 347 343	28 35 18 19	0 0 17 0	79 63 58 62	16 29 25 31	5 8 0 8	346 344 347 343						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 47
School: Williams Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	9	13	24	14	1295	9
	2006-2007	12	16	34	19	1985	14
	2007-2008	9	13	22	14	2277	17
	Cum. Total*	30	14	80	16	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	33	49	89	50	6852	49
	2006-2007	45	58	107	59	6990	51
	2007-2008	46	67	95	62	6764	50
	Cum. Total*	124	58	291	57	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	22	33	52	29	4081	29
	2006-2007	18	23	33	18	3673	27
	2007-2008	12	17	28	18	3504	26
	Cum. Total*	52	24	113	22	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	3	4	12	7	1638	12
	2006-2007	2	3	6	3	1193	9
	2007-2008	2	3	8	5	1044	8
	Cum. Total*	7	3	26	5	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.2	68.0	10.0	66.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.4	74.3	10.4	74.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	9.3	66.4	9.1	65.0	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 47
 School: Williams Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	69	9	13	46	67	12	17	2	3	350	153	14	62	18	5	349	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	5	0	0	4	80	1	20	0	0	347	5	0	80	20	0	347	204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	63	9	14	42	67	10	16	2	3	350	147	15	62	18	5	349	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	9	1	11	5	56	1	11	2	22	341	23	9	39	30	22	339	2208	6	35	37	21	338
No	60	8	13	41	68	11	18	0	0	351	130	15	66	16	2	351	11381	19	53	24	5	349
Current LEP																						
Yes	3										3						357	8	29	37	26	336
No	66	9	14	44	67	11	17	2	3	350	150	15	62	18	5	349	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	27	0	0	21	78	4	15	2	7	345	52	2	63	21	13	343	5452	9	45	33	12	343
No	42	9	21	25	60	8	19	0	0	352	101	21	61	17	1	352	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	69	9	13	46	67	12	17	2	3	350	153	14	62	18	5	349	13584	17	50	26	8	347
Gender																						
Female	36	3	8	25	69	6	17	2	6	349	75	11	63	19	8	348	6565	15	49	27	8	347
Male	33	6	18	21	64	6	18	0	0	350	78	18	62	18	3	350	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	10	67	5	33	0	0	343	34	0	50	38	12	340	2004	5	39	41	15	339
No	54	9	17	36	67	7	13	2	4	351	119	18	66	13	3	352	11585	19	52	23	6	349
Gifted/talented program																						
Yes	1										5	60	40	0	0	363	125	70	30	0	0	366
No	68	8	12	46	68	12	18	2	3	349	148	13	63	19	5	349	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 47
 School: Williams Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	20	2	40	2	40	328	4	0	33	33	33	331	6	9	40	33	18	340
B. less than one hour	84	8	14	40	69	10	17	0	0	351	88	15	62	19	4	350	79	18	52	24	6	348
C. one to two hours	7	1	20	4	80	0	0	0	0	354	7	20	80	0	0	356	12	16	48	27	8	347
D. more than two hours	1	0	0	1	100	0	0	0	0	346	1	0	50	50	0	336	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	59	7	17	28	68	6	15	0	0	353	46	19	60	20	1	352	37	22	50	22	6	350
B. They match some of what I have learned.	35	2	8	16	67	5	21	1	4	347	42	11	68	17	5	349	46	16	53	25	6	348
C. They match just a little of what I have learned.	3	0	0	1	50	0	0	1	50	329	7	18	55	0	27	343	12	9	44	36	11	342
D. There is no match.	3	0	0	1	50	1	50	0	0	341	5	0	43	43	14	338	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	3	20	11	73	1	7	0	0	354	39	23	63	11	4	353	39	25	48	20	7	350
B. good	61	5	13	24	63	9	24	0	0	350	48	10	61	24	4	347	46	14	52	27	7	347
C. fair	11	0	0	5	71	1	14	1	14	345	10	0	67	20	13	343	12	8	49	35	9	343
D. poor	3	0	0	1	50	0	0	1	50	327	3	0	50	25	25	332	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	7	78	1	11	1	11	343	10	7	67	20	7	345	17	7	41	35	17	340
B. about the same as my regular schoolwork	57	6	15	28	72	5	13	0	0	352	59	13	67	16	4	349	59	18	53	24	5	349
C. easier than my regular schoolwork	30	3	14	11	52	6	29	1	5	349	31	19	52	23	6	350	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	37	1	4	17	68	6	24	1	4	344	44	9	64	21	6	346	32	13	47	30	10	345
B. two or three days a week	35	5	21	17	71	2	8	0	0	355	33	20	62	18	0	352	30	20	52	23	5	349
C. two or three times each month	15	0	0	8	80	2	20	0	0	347	16	8	71	13	8	349	19	20	53	21	6	350
D. never or almost never	13	3	33	4	44	1	11	1	11	352	7	36	36	9	18	352	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	3	50	2	33	1	17	336	5	0	43	43	14	334	7	5	34	40	20	338
B. two or three days a week	34	2	9	15	65	6	26	0	0	347	29	7	66	20	7	346	18	15	50	27	8	346
C. two or three times each month	25	5	29	9	53	3	18	0	0	357	32	25	54	21	0	353	28	21	53	21	4	350
D. never or almost never	32	2	9	18	82	1	5	1	5	350	35	13	68	11	8	350	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	22	0	0	13	87	1	7	1	7	346	13	5	70	15	10	345	16	8	42	36	13	342
B. 30–45 minutes	33	2	9	15	65	6	26	0	0	348	29	7	73	18	2	349	30	14	53	26	7	347
C. 45–60 minutes	23	5	31	9	56	2	13	0	0	358	23	23	57	14	6	353	32	22	51	22	5	350
D. more than 60 minutes	22	2	13	9	60	3	20	1	7	346	35	19	54	22	6	348	22	20	49	23	7	349
Optional school/SAU question																						
A.	28	2	11	13	68	4	21	0	0	351	28	11	68	21	0	351						
B.	36	2	8	17	71	4	17	1	4	348	35	8	71	17	4	348						
C.	18	1	8	9	75	2	17	0	0	350	18	8	75	17	0	350						
D.	18	3	25	6	50	2	17	1	8	349	19	23	46	23	8	348						